The History of Jazz - MUSI 1306 005 Fall 2020

Instructor: Herbert Midgley

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Desire2Learn (D2L): https://d2l.sfasu.edu/

Office Hours: M-F 10:30am and 1pm - Email for a face to face meeting: hmidgley@sfasu.edu

Class Time and Place: Tom & Peggy Wright Music 160 T/TH 11am - 12:15

Department: Music

Text: No textbook Required- You can use the internet as a resource. Google, Wikipedia, and YouTube are great resources for the class.


Course Description: For non-music majors or minors only, focusing on listening to music literature of the Western and American musical heritage. Fall, Spring, Summer.

Class Goals: The goal of this class is to help you appreciate music by studying the Jazz phenomenon from its earliest roots to the present. This goal will be achieved through listening to historic Jazz compositions and the study of various Jazz artists from the last 100 years.

Class Attendance: I expect you to be present and do all of your assignments when they are due. You are responsible for all notes, PowerPoint presentations, recordings, and films/videos presented in class since all of the content is provided to you in the course material. This is a Face To Face class, you must come to class and you must complete tests and projects in a timely manner. I expect you to be engaged throughout the semester.

The Use Of Smart Devices in Class: Only use these devices for educational uses, i.e., Google, Wikipedia. If you need to text or make a phone call, please exit the class and come in once you complete your communication.

MUS 1306 “The History Of Jazz” (3 credits) typically meets twice each week (Tuesday/Thursday) in 75-minute segments for 15 weeks and also takes a 2-hour final examination. Students have significant weekly reading and listening assignments, are expected to complete weekly quizzes and discussion boards, are required to complete a teamwork assignment, go to one concert or recital outside of class, and are required to submit one major paper. These
activities average at a minimum of 6 hours of work each week to prepare outside of classroom hours.

**Grading :** Grading Scale:

Tests (Test and Listening Test 1-3) (20% each) - 60%
Final (Test and Listening 4) - 15%
One Concert Review - 25%

90-100 =A  
80-89 =B  
70-79 =C  
60-69 =D  
00-59 =F

**Tests :** You MUST take all of the Chapter Quizzes before you can take the test for each Unit!

There will be three tests and the final, in this course equaling 75% of your final grade. The tests may be multiple-choice, matching, fill in the blank, short answer or essay. All tests will have a listening component because the goal in this class is to listen to music actively and intelligently. All of the Tests are on D2L and will be released after the class time on the day of the test. Please finish the Unit Tests by the due date.

You may take the Listening Test two times. I will count the highest grade.

**Discussion Boards :** This is how we can come together as a virtual classroom since the class is so large. Please use tact when posting, no cussing or personal attacks. Treat this as a face-to-face classroom discussion. YOU DO NOT NEED TO POST ON OTHER STUDENTS' POST. Please read them, however, there is no requirement to comment on others' posts.

**Recital Attendance :** You are required to attend at least One concert Live, Online, DVD or on TV, this is 25% of your final grade.

**General Education Core Curriculum**

This course has been selected to be part of Stephen F. Austin State University’s core curriculum. The Texas Higher Education Coordinating Board has identified six objectives for all core courses: Critical Thinking Skills, Communication Skills, Empirical and Quantitative Skills, Teamwork, Personal Responsibility, and Social Responsibility. SFA is committed to the improvement of its general education core curriculum by regular assessment of student performance on these six objectives.

**Concert Review Project 25% (Required Due The Day Of The Final)** This is a concert review, you will write One Concert Review. (650-900 words for this project which is about four pages long. (NO .wps or .pages) I can not open these files, save as a .txt if you need in your word
Concert Review is due on the Day Of The Final, I will not accept this project after this date. You may go to any music concert of any genre of music as long as the concert is about an hour long.

You will turn into D2L:
One four-page paper with Part 1 and Part 2 clearly listed, have an introduction, body paragraphs, and conclusion for each part of the concert review.

Part 1: Personal experience and expectations (50%)
• Use the first 2 pages of the paper to discuss the following:
  Your expectations for the concert (it may be a good idea to do this ahead of time).
  Discuss your own personal musical tastes and experiences (Cultural Self-Awareness)
  What kind of music do you listen to? Your family? Friends?
  Have you attended any concerts? Describe your experience(s). What values motivate behavior in this musical culture? What are the expected behaviors at this type of concert?
  How does this musical culture differ from the culture experienced at the concert you attended or does it? (Cultural Worldview Framework)
  What values motivate behavior in Western art music culture? How are they similar/dissimilar to what you’re accustomed to?
  How did the expected behaviors and social interactions at a “classical” concert differ from your past experiences?
  Were they followed at this concert? How do you feel about them? (Civic Responsibility/Concert Etiquette)

Part 2: Concert Experience (50%)
• Use the next 2 pages of the paper to describe your concert experience (Critical Thinking)
  discuss the hall the music was performed in
  discuss the audience
  most importantly, discuss the music itself using the musical terminology learned in class
• What was your overall reaction to the concert?
Tell the reasons that you enjoyed or did not enjoy the concert.

Discuss whether you feel the performers have skill/ talent as musicians.

Can you appreciate the talent of the performers even if you do not care for the genre or style of music?

Musical accuracy: Your description and evaluation of the concert must be clear and thorough. From your concert experience, please analyze to the best of your ability the music that you heard, and how it affects you.

Musical terminology: Use musical language that you understand. Discussing and analyzing the separate elements such as rhythm, melody, harmony, texture, form, or any other information learned in class is encouraged. Ideally, you will discuss how these elements are synthesized to create a successful piece of music.

In your conclusion, please sum up your experience in the report, based on the analysis of different elements of the concert.

Grammar and sentence structure: As this is a university class, I expect university-level writing from you; please proofread your papers carefully for errors.

If you encounter any difficulties with the syntax of your paper, resort to the Academic Assistance and Resource Center (AARC).

You may NOT copy or paraphrase sentences from previous papers of yours written in this class.

You may NOT plagiarize. (Put everything in your own words.)

Follow the format, have an introduction, body paragraphs, and conclusion for the concert review.

Attending Live Classical Concerts.
1. Get there early

2. Wear conservative clothes

3. NO TALKING DURING THE CONCERT PERIOD!

4. NO CELLPHONE USE PERIOD!

5. You must stay for the full concert. (DO NOT ATTEND IF YOU DO NOT HAVE ENOUGH TIME – attend another concert.

6. Clap after the concert – wait to clap if you don’t know when to clap between compositions.

7. Walk out in an orderly manner.
8. NO EATING, DRINKING, CELL PHONES or TALKING DURING ANY CLASSICAL CONCERT HERE AT SFA!

You may go to any concert, classical, jazz, rock, etc. The concert may be at SFA as well as anywhere else. It is preferred that you attend a live concert, however, you may watch a concert on TV, DVD or Online.

As music deals with the expression of subtleties in a variety of ways it is very important to keep quiet during a performance. Any audible noise or visual distraction disturbs both the performer and the other listeners. Therefore, please follow polite etiquette behavior and refrain from making noise and unnecessary motions. Being considerate of those people that have come to enjoy the music is necessary.

If I witness, or my colleagues tell me about the presence of such disturbing activities during a concert event, I reserve the right to lower the final grade of the student by one letter!

We will have a few Team Work projects this semester, the Music Time Capsule Project is a requirement for this Core Curriculum, most of this we will complete in class or in the online class in groups in D2L.

Projects assigned this semester:

Favorite Song Review
Greatest Jazz Album Review
Music Time Capsule Project and Group Project

Extra credit: I will only take and count extra credit if you have turned in all of your work. i.e. no missed tested and all of your recitals turned in. I will give extra credit for a Final Project. The final project can be over any rock history topic. It can be a paper, a PowerPoint presentation, etc. Click on the assignment page to see more details. You can receive up to 5% of your final grade on this final project. Submit the extra credit on D2L.

I will cover new material and or give a test during dead week.

Students with documented disabilities who need course adaptations or accommodations please make an appointment with me as soon as possible.

If you are having problems, please do not hesitate to contact me. I teach because I love sharing my knowledge with students and will try my best to help you.

Make-Up Test Policy:

Make-up tests will only be given for excused reasons and at my convenience. If you are willing to work with me, I will work with you. Bring in a note to prove your excused absence. You can not make-up a test for an Unexcused Absence or the day before spring break. All make-up tests
are essay.

It is your responsibility to check and see if all of your work, tests, and concert reviews are submitted. I will not change your grade once they have been posted due to your error. The test is 75% of your grade and the projects are 25% of your grade. Make sure all of your work is turned in. If you have problems, let me know ASAP. If it is a tech issue call 936 468 1919.

The syllabus may be amended at any time due to the overall performance of the class.

All of the Tests are on D2L, there are listening questions on each test, so you will need speakers or headphones. You can take the test in one of the computer labs on campus or use your own computer. You will need to have QuickTime installed on your computer. Call 468-1212 or 468-1919 for tech help since I can not help with tech problems. You are welcome to take the test in and Computer Lab on campus.

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All of the Tests are on D2L, there are listening questions on each test, so you will need speakers or headphones. You can take the test in one of the computer labs on campus or use your own computer. You will need to have QuickTime installed on your computer. Call 468-1212 or 468-1919 for tech help since I can not help with tech problems. You are welcome to take the test in the MIDI Lab.

Test Dates (This are subject to change if we are moving at a different rate than I have planned)

Tests are released on the date and due the next class day at the class time except for the Final which is due the day of the Final at 11:59 pm.

TimeLine:

UNIT I - Test One- Released Date 9-17-20 - DUE 9-22-20 at midnight
Favorite Song Review DUE 9-18-20

UNIT II - Test Two- Released Date 10-15-20 - DUE 10-20-20 (After Spring Break) at midnight
Greatest Rock Album Review DUE 10-16-20

UNIT III - Test Three - Released Date 11-12-20 - DUE 11-17-20 at midnight
Music Time Capsule Project and Group Project DUE 11-13-20

UNIT IV - Test Four - Final-Released Date 12-3-20 DUE 12-10-20 at midnight
Concert Review Project DUE 12-10-20
FIRST WEEK OF CLASS
Instruction on the Core Curriculum Objectives (critical thinking, communication, teamwork, and social responsibility) and the Music Time Capsule Project will be given at this time and reinforced throughout the semester.

UNIT ONE
Elements of music, Roots of Jazz, Country, and City Blues, Ragtime, Stride, Boogie Woogie,
Core Curriculum Objectives covered: Critical Thinking

UNIT TWO
New Orleans Dixieland, Chicago Dixieland, Jelly Roll Morton, Dixieland Soloists, Core Curriculum Objectives covered: Communication

UNIT THREE
Swing, Ellington, Goodman, Basie, Holiday, Young, Swing Transition,
Core Curriculum Objectives covered: Social Responsibility

UNIT FOUR
Bebop Revolution, Hard Bop, Mainstream, 3rd Stream, Big Bands, Jazz Today, Core Curriculum Objectives covered: Teamwork

Final Projects due the day of the final at midnight.

CORE OBJECTIVES TO BE ACHIEVED IN THIS CLASS:

Critical Thinking Skills- to include creative thinking, innovation, inquiry, and analysis, evaluation, and synthesis of information.

Communication Skills- to include effective development, interpretation and expression of ideas through written, oral and visual communication

Teamwork- to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal.

Social Responsibility- to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities.

Goals of This Class:
1. To gain a basic understanding of the elements that work together to create music

2. To survey the music literature and composers of Western “classical” music from the Medieval Period to the present Rock phenomenon.

3. To respond critically and articulate an informed personal reaction to musical works, by critiquing live concerts.

4. To explore music in its relation to the other arts, the historical events of the times, and the conditions in which the music literature was created.

5. To develop an awareness of the scope and variety of musical works

6. Develop an appreciation for the aesthetic principles that guide or govern music and musical compositions.

**Program Learning Outcomes**

This is a general education core curriculum course and no specific program learning outcomes for this major are addressed in this course.

**Academic Integrity (A-9.1)**

Academic integrity is the responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways including instruction on the components of academic honesty, as well as abiding by university policy on penalties for cheating and plagiarism.

**Definition of Academic Dishonesty**

Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including citations, on an assigned exercise; and/or (3) helping or attempting to help another in an act of cheating or plagiarism. Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of plagiarism are (1) submitting an assignment as if it were one's own work when, in fact, it is at least partly the work of another; (2) submitting a work that has been purchased or otherwise obtained from an Internet source or another source; and (3) incorporating the words or ideas of an author into one's paper without giving the author due credit.

Please read the complete policy at [http://www.sfasu.edu/policies/academic_integrity.asp](http://www.sfasu.edu/policies/academic_integrity.asp)

**Withheld Grades Semester Grades Policy (A-54)**

Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one
calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

Students with Disabilities

To obtain disability-related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004 / 468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to [http://www.sfasu.edu/disabilityservices/](http://www.sfasu.edu/disabilityservices/).

Use of Zoom

This class will utilize the Zoom web-conferencing tool for virtual class meetings. All SFA faculty, students, and staff can access and use Zoom by via sfasu.zoom.us. Students are required to have a webcam in order to participate. (Cell phone access is available with the Zoom mobile app.) Zoom links will be provided [insert means of link distribution here]. Important note: Zoom auto transcribes all recorded sessions. Transcriptioning is automated, often includes errors, and thus should not be considered a wholly accurate record of the session. Should errors exist in a Zoom session transcript, please contact me immediately.

Restriction of Audio or Visual Recording, Reproduction, and Distribution of Content in Online Courses (Adapted from the University of Denver)

At Stephen F. Austin State University, we value and strive to protect the intellectual property of our faculty. We also value and strive to safeguard the privacy of all our students. To this end, students may not record, reproduce, screenshot, photograph, or distribute any video, audio, or visual content from a course without the express written permission of the faculty of record. This restriction includes but is not limited to:
- Pre-recorded and live lectures
- Live discussions
- Discussion boards
- Simulations
- Posted course materials
- Faculty feedback forms
- Visual materials that accompany lectures/discussions, such as slides
- Virtual whiteboard notes/equations, etc.

As we engage in online learning as an academic community, it is imperative to be respectful of your peers and instructor(s). Keep in mind that if any student is identifiable in an online class recording, this may constitute a
violation of the educational record protections provided under the Federal Educational Rights and Privacy Act (FERPA).
Students who violate this policy may be reported to the Office of Community Standards and subject to both legal sanctions for violations of copyright law and disciplinary action.

**Face Coverings**
The health and safety of every member of this class is of paramount importance. In light of CDC guidance and per our institutional requirement, face coverings (cloth face covering, surgical mask, etc.) must be worn over the nose and mouth at all times in indoor public areas on campus. Out of respect for each of our personal health and safety, we will adhere to this requirement when we are together in class. We will also practice social distancing.

You are responsible for acquiring and wearing a face covering that adheres to the criteria outlined by our institution. If you have a medical condition (e.g. asthma) that necessitates an exemption to the face-covering policy, please contact the Office of Disability Services.
If you arrive to class without a face covering, I will remind you of the university requirement and ask you to put a face covering on immediately. However, if you refuse to wear a face covering, I will ask you to leave the classroom and attend class remotely rather than in person. Refusal to wear a face-covering or leave the classroom will be reported to the Office of Community Standards and dealt with using existing disciplinary processes.

**Challenging Conversations**
In our structured and unstructured discussions and dialogues, we also will have many opportunities to explore some challenging issues and increase our understandings of different perspectives. Our conversations may not always be easy; we sometimes will make mistakes in our speaking and our listening; sometimes we will need patience or courage or imagination or any number of qualities in combination to engage our texts, our classmates, and our own ideas and experiences. Always we will need respect for others. Thus, an additional aim of our course necessarily will be for us to increase our facility with the sometimes difficult conversations that arise as we deepen our understandings of multiple perspectives—whatever our backgrounds,
experiences, or positions.